

November 25, 1986

HAPPY CHOIR PERFORMS GRAND MASS

Mr. Hoshina runs a happy choir. So says Mary Fraser, the most senior member of the Douglas College Choral Society. Five years ago she was taking an ear training class at Douglas College from Tatsuo Hoshina and he, with an ear for talent, encouraged her to join his choir. Since then it has become an important part of Mary Fraser's life, as it has for many of the people involved.

The choir itself, not counting the orchestra, includes about seventy voices. and though many of these are Douglas College students, the majority, like Mary Fraser, are drawn from the community.

Each year the Society performs two major works under Hoshina's direction. Its two-night presentation of Handel's Messiah sold out last spring. The Society is looking forward to matching that success with Mozart's Grand Mass in c minor to be performed December 6th at the Douglas College Performance Theatre.

Though Mozart's works were usually commissioned, the Grand Mass was the fruit of a vow, says Fraser, whose interest in the Society's work goes beyond the music to its historical roots. Mozart wrote the mass in order to solemnize his marriage to Konstanze.

Mary Fraser describes the Grand Mass as one of the most difficult projects the Society has taken on: "...at one point we split into two choirs which means there are eight voices instead of the usual four for Mr. Hoshina to conduct."

continued on page 2...

IN THE HAT

- | | | | |
|-------|-------------------------|-------|---------------------------|
| 2.... | Announcements | 9.... | Hours of Operation |
| 3.... | Mussallem on Board | 10... | Group Advising Sessions |
| 3.... | South Africa and Israel | 11... | Audio Visual Acquisitions |
| 4.... | Athletic Update | 12... | Christmas Trees |
| 5.... | Upcoming Events | 13... | Innovation Abstracts |
| 6.... | Highlights | | |

MAD HATTER 2

Though the mass, a form dating back to the year 1000, is of religious origin, Fraser says it would not be practical to try to present Mozart's Mass from a spiritual perspective. "The choir includes everyone from Pentecostals to Catholics - there would be too many arguments, so we approach the piece purely as music."

Soloists for the performance are local professionals Jenni Driscoll-Holms, soprano; Diane Bull, soprano; David Shefsiek, tenor; Jim Schiebler, bass.

Reservations can be made through the Douglas College Box Office at 520-5488.

TO ALL DOUGLAS COLLEGE EMPLOYEES

As part of the Foundation's continuing effort to raise funds in support of Douglas College, a major campaign drive to establish a \$500,000 endowment is being planned for 1987. If the Foundation is to receive major financial commitments from outside groups and individuals, it is necessary that internal support be shown.

Because of the serious situation facing students to-day, we have agreed to serve as co-chairmen of the internal appeal which will be made during the week of February 9th to the 13th in an effort to raise \$50,000 from the college community for Student Aid.

During the next two months we will be planning fundraising activities and would appreciate your help and creative input. For more information, please contact any of us or the Foundation Office in room 4800A.

Kevin Barrington-Foote

- Local 3609

Wendy Keenlyside - Local 2108

Carole Nelson - Local 2112

NAME CHANGE

Please note that Barbara Smith, Publicist, Public Information Office will forthwith be known as Barbara MacLean.

Barbara MacLean

ACTING MANAGER LOGISTICAL SERVICES

Effective immediately (November 19, 1986) Paul Hodson will be Acting Manager of Logistical Services until further notice. Paul can be reached at local 4705.

Terry Leonard

1987/88 EDUCATIONAL LEAVE

Faculty planning to request Educational Leave for the 1987/88 fiscal year must make application in writing by December 1, 1986. Applications are available from your Department Field-base, and should be forwarded to the undersigned.

Gordon Gilgan

Administrator Responsible

FIRST RESPONDERS!

What is a "First Responder"? "First Responders" use life saving techniques to provide immediate assistance to accident victims before the ambulance arrives. Douglas College is

actively engaged in providing training courses in the area of first aid and cardiopulmonary resuscitation which prepare first responders. If a person stops breathing, chokes or does not have a pulse - what would you do? Being a "first responder" means you would know how to respond to this emergency situation. If you are not a "first responder", call for medical assistance. Call the ambulance - 872-5151. For course information in the Douglas College region, Surrey and White Rock, call 520-5473.

Geraldine Murphy

STUDENTS VISIT WEST EDMONTON MALL

On the weekend of November 8 - 10, students from the Department of Commerce & Business Administration joined forces with Business students from VCC Langara in a trip to the West Edmonton Mall. The 87 participants were treated to a tour and presentation by the mall and marketing managers.

Douglas College students had an opportunity to compare notes with Langara students on interests, courses and job prospects. They also found a few minutes to shop and socialize.

Walter Pickering

THE QUESTION OF QUORUM

At the College Education Committee meeting held November 12, 1986, the question of quorum was discussed. As background information, there was not a quorum at the June 1986 meeting and therefore no decisions could be reached or advice given, on items of major importance to the educational community. In this particular instance, there was a delay of some three months before issues could be dealt with. As a consequence, the staff officer to the College Education Committee presented a number of approaches to deal with the issue. The Committee, at its November 12th meeting, passed the following motion:

THAT members be instructed to appoint an alternate member from within the same constituency, in the event they are unable to attend a regularly scheduled meeting. Responsibility for briefing the alternate member on the matters under discussion and charging that member with any particular stance be the responsibility of the incumbent member of the College Education Committee.

Bill Day
For the College Education Committee

DEAD BATTERY???

Please be advised that the Student Society has purchased a set of jumper cables, to alleviate this annoying little problem. They are available to all staff, faculty, students and administrators of the college. The Security Desk staff will issue them out upon presentation of college identification.

Merrilyn Houlihan

FOR SALE

Nissan Pulsar '84
Low Mileage
Asking Price - \$7,000 O.B.O
Please call Ivan or Wilma after 6:00 P.M. at 584-2699.

MUSSALLEM ON BOARD

George Mussallem is helping to make Douglas College a more vibrant part of the Maple Ridge community with his involvement in the Douglas College Foundation.

Mussallem, former Dewdney M.L.A., says helping Douglas College achieve its goal is his first concern.

"Douglas College can bring a lot of good to our community," Mussallem said. "It's only fair that I give something in return."

As a Foundation Board member since its inception and a member of its predecessor, the Douglas College Student Trust Fund, Mussallem will help bring in new money for college and community programs and projects.

The Douglas College Foundation was created to promote cultural, athletic, social and educational projects. Already, \$310,000 has been raised for student financial aid.

There is good company on the Foundation Board for Mussallem, a Freeman of the Municipality of Maple Ridge and the District of Mission. Another Maple Ridge representative is former School Board chairman and retired veterinarian Dr. D.J. Hopkins, a current Douglas College Board member.

The Douglas College Foundation is made up of representatives from local business, community organizations, Douglas College and its students.

Other members include Bill Day, Patricia Disher, Bill Emerton, Muni Evers, Ray Godin, Chris Johnson, Peter Legge, Bill Morfey, Peter Webster and Chris Lirette.

Donations in money or in kind are gladly accepted at any time from the Douglas College Foundation by calling the Foundation Office at local 4801.

SOUTH AFRICA AND ISRAEL

The extent to which South Africa and Israel are connected is likely to surprise even the most diligent reader of our daily press says Mordecai Briemberg, a B.C. sociologist and specialist in Israeli current events. In a special, November 27, noon-hour lecture sponsored by the Douglas College Humanities Institute, Briemberg will focus attention on the nuclear alliance and social parallels that exist between these two nations.

According to Briemberg there is evidence that Israel has been selling weapons to South Africa and the two nations were jointly testing nuclear weapons.

Briemberg will also discuss the social parallels he sees between South Africa's apartheid and the Palestinian situation in Israel says Briemberg. "There is a lot of similarity between a social structure that produces the Bantustans (ghettos) and one that produces the Palestinian refugee camps in and around the Gaza."

continued on page 4

Asked whether he will be advocating any particular action in view of the connections that exist between South Africa and Israel, Briemberg says he is only interested in clarifying the issues. "people tend to have a reflex sympathy for Israel and a reflex antipathy for South Africa. What's most missing is a knowledge of the realities. Given the facts, I hope people will be able to reach their own conclusions."

The lecture will be given at 1215 hours in room 2203 and is open to the public.

ATHLETIC UPDATE

Basketball! Basketball! Basketball!

Richard Norman's women's team will represent British Columbia at the Winter Games in Nova Scotia February 21 - 28, 1987. To accomplish this feat, the girls had to defeat Fraser Valley College, Capilano College and V.C.C. at the Canada Winter Games Qualifying Tournament.

In the first game, Douglas College Royals met Fraser Valley in a rematch with last year's Totem Championship finalists. Fraser Valley came out red hot, but the Royals kept their composure even when they were down by nine points early in the game.

The Royals roared back before the first half to lead it 54-38. In the second half, Fraser Valley went to a zone and held the scoring down, but the 16 point lead was too much to overcome, even with some last minute pressure. In the end the Royals prevailed 85-78; Mirijana Jurcic scored 19 and Kim Phipps 18 for Douglas.

In the second game of the round robin tournament, Douglas defeated a rookie-laden Vancouver Community College 71-40, holding V.C.C.'s Tracy Johnson (6'3") to only nine points.

Mirijana Jurcic and Lorraine Marken lead all scores with 16 points each. This win was the first against V.C.C. in the history of Douglas College Women's basketball.

The final game saw the Royals matched against undefeated Capilano College. Despite getting out to an early 9-0 lead, the Royals struggled against Capilano's zone defense and Capilano eventually caught up and went ahead. A scoring flurry just before the half helped Douglas to a 30-25 lead.

Capilano came out strong in the second half and continued to dominate the rebounding, eventually pulling ahead 40-38. With only five minutes to go, Douglas College tightened up its man to man defense and pulled ahead to stay, winning 60-52. Kim Phipps had 16 points with Mirijana Jurcic and Ethel Atte both contributing 13 a piece.

Congratulations team!

Steve Beauchamp's men's team defeated Fraser Valley College 65-57 and Capilano 82-52 but lost to Richmond 57-65. They now have to play and win two more games in order to represent B.C. Good luck guys!

Douglas College has been the site of 22 basketball games in the past three weeks and the season does not even start until December.

Both Richard and Steve deserve a pat on the back for their time, effort, perserverance and quality coaching, not to mention the quality of athletes they have attracted to Douglas College.

Wrestling

Coach Tony Della Mattia's wrestling team competed in two meets and won both. They defeated their closest rival, Royal Roads, by a large margin both at the Douglas College Invitational on November 9th and at the Royal Roads Invitational on November 15th.

Indoor Soccer

The Student Society has purchased a large trophy to be kept in the display case for this year's winner of the Indoor Soccer League. A picture and "gorgeous" t-shirts will be part of the victorious team's winnings. Identical t-shirts can be purchased in the book store by every indoor soccer enthusiast in support of the Intramural program.

Betty Lou Hayes

Upcoming Events

WEEK OF NOVEMBER 23 - 29

STUDENT RECITAL

NOVEMBER 25, 1400 HOURS
DOUGLAS COLLEGE PERFORMING ARTS THEATRE

NOON AT NEW WEST PRESENTS
MICHELLE MARES - PIANO RECITAL
NOVEMBER 27, 1230 HOURS
DOUGLAS COLLEGE PERFORMING ARTS THEATRE

CONCERT BAND/STAGE BAND CONCERT

Blair Fisher, Director
NOVEMBER 27, 2000 HOURS
Tickets: Adults: \$5.00, Students & Seniors: \$3.00

THE HUMANITIES INSTITUTE PRESENTS:
**SOUTH AFRICA AND ISRAEL:
NUCLEAR ALLIANCE AND SOCIAL PARALLELS**
LECTURE by MORDECAI BRIEMBERG,
Sociology, KWANTLEN/ABE DOUGLAS COLLEGE
NOVEMBER 27, 1215 HOURS
ROOM 2203

THE DOUGLAS COLLEGE STUDENT SOCIETY PRESENTS
FIRST ANNUAL HAWAIIAN LUAU
NOVEMBER 28, 1800 - 0200 HOURS
CONCOURSE

WEEK OF NOVEMBER 30 - DECEMBER 6

STUDENT RECITAL

DECEMBER 6, 1400 HOURS
PERFORMING ARTS THEATRE

NOON AT NEW WEST PRESENTS
HOUSEBAND - CONTEMPORARY
Classical music by eight musicians from S.F.U.
OWEN UNDERHILL, DIRECTOR
DECEMBER 4, 1230 HOURS
PERFORMING ARTS THEATRE

STUDENT SHOWCASE RECITAL

DECEMBER 4, 2000 HOURS
PERFORMING ARTS THEATRE

THE DOUGLAS COLLEGE CHORAL SOCIETY & ORCHESTRA PRESENTS
MOZART'S GRAND MASS IN C MINOR K42 7
TATSUO HOSHINA, DIRECTOR
DECEMBER 6 & 7, 2000 HOURS
PERFORMING ARTS THEATRE
Adults: \$8, Students/Seniors \$6
Tickets available at the door or through the Douglas
College Box Office at 520-5488.

COLLEGE EDUCATION COMMITTEE HIGHLIGHTS

The following items were discussed at the November 12, 1986 meeting of the **College Education Committee**:

1. The Chairman welcomed Arlene Bomback and Petra Bangemann, representatives of the student body at large.

2. Associate of Science Diploma.

Doug Talling spoke to the sub-committee's response to the Department of Sciences and Mathematics. The following resolutions, dealing specifically with the Associate of Science Diploma, were passed:

- (a) **WHEREAS** the requirements of the Associate of Science Diploma are likely to result in the completion of course work which will exceed the 75 credit maximum allowed by Policy E02.03.03;

BE IT RESOLVED that the Department of Sciences and Mathematics is instructed to apply to the College Education Committee for a variance to the said policy.

- (b) **WHILE** the Sub-committee concurs with the Department of Sciences and Mathematics that the current statement regarding diploma elective requirements is ambiguous, the College Education Committee recommends that the statement be changed from "5. Any 7 Douglas College credit courses", to read:

"5. Any 7 Douglas College university-transfer credit courses."

During the Sub-committee's review, it was noted that certain inconsistencies appear to have developed within Policy E02.03.03 and between this policy and the College Calendar. The Sub-committee recommended that the Staff Officer ensure that those inconsistencies noted be removed by amendments to the Educational Policies and changes to the College Calendar. It was also recommended that the Committee, in its review of the Policy Manual, bring inconsistencies within and between policies to the attention of the Staff Officer.

As recommended in the recent self-study, that "the College should immediately undertake the development of a comprehensive formal program and discipline review", the Committee passed the following resolution:

THAT in order to determine if student needs are currently being met by the Associate Diplomas in Arts and Sciences, the College Educational Committee recommends that the goals of the University-Transfer Tracking Study be amended to provide this information for a needs assessment of these diplomas.

The Sub-committee reiterated its earlier recommendation regarding the concept of a standardized format for calendar copy. Although outside of the terms of reference of the Sub-committee, the matter of identification of specific courses from universities not offered at the College was reviewed. Bill Day advised he has been named to a UBC Committee on Admissions and Admissions policies. One of the issues the Committee will be dealing with is block transfer. It would be beneficial to ask the universities to define what they are looking for at the lower levels.

MAD HATTER 7

3. College Policy & Curriculum Jurisdiction

Bill Day referred to his response to the Academic Division's motion on curriculum jurisdiction. The stance taken is that anything that acts as a limit on College policy has to be a matter for the College Education Committee. A Division/Department Committee cannot decide in their own favour.

4. Assignment of Credit

Bill Day advised that this was the last opportunity to provide advice/commentary on the policy. After lengthy deliberation the following resolution was unanimously passed:

THAT a formula for the assignment of credit be constructed on, and presented with, an educational rationale and that it proceed through the governance system for input and advice to the Management Committee.

Major concerns raised, among others, were that the policy did not go through the Governance structure and although it has been dealt with as an administrative policy, it has major educational implications.

5. Quorum

Bill Day presented two alternatives to deal with the question of a quorum to ensure that agenda items are dealt with in a timely manner. The following resolution was passed:

THAT members be instructed to appoint an alternate member from within the same constituency, in the event they are unable to attend a regularly scheduled meeting. Responsibility for briefing the alternate member on the matters under discussion and charging that member with any particular stance be the responsibility of the incumbent member of the College Education Committee.

6. Locally Initiated Curriculum Development Grant

Bill Day advised that no formal word has been received from Victoria. However, from a telephone conversation with Victoria, it would appear that our proposal on Court and Case Justice Simulation has been approved, at a reduced amount of \$10,000.

7. Post-Expo Educational Opportunities

The College received approximately \$50,000 from this initiative. Management Committee recommended sharing the resources between the Academic, Applied Programs and Educational and Student Services areas. All sections will be offered in January 1987. As a result of not offering some Educational & Student Services sections at the end of October, those funds were turned back to the "pot" which allowed additional sections for Academic and Applied Programs. The Committee wished to commend this demonstration of co-operation which is in the best interest of the College.

8. Review of Policies

E02.03.01 - Assignment of Credit - is currently being dealt with.

E02.03.02, 03, 04. It was pointed out that all three policies have the same Policy Statement with different procedures/rules attached. Also, CP&S Certificate of Attendance has been omitted.

E02.03.05 - Add effective date - May 24, 1977. It was recommended that inter-departmental service courses be included in this policy.

E02.03.06, 07, 08 - All have the same Policy Statement. It was felt there was some inconsistency, i.e. it states that a student must attain 50% in the final exam or fail, which is inconsistent with N(1)(c). It was also recommended that the Course Outline form be reviewed.

8. Policies for Review at Next Meeting.

E02.03.09, 10, 11 and Sections E02.04 and E02.05

9. Date of Next Meeting - December 10, 1986

HOURS OF OPERATION DURING THE CHRISTMAS AND NEW YEAR PERIOD(1986 - 1987)

Based on the various provisions in the respective collective agreements as well as past practise, the following schedule lists the normal working days and observed Holidays for all College employees.

DATE	STAFF	FACULTY	ADMINISTRATION
Tues. Dec. 23, 1986	Regular working day	Regular working day	Regular working day
Wed. Dec. 24, 1986	Paid holiday	Accountable day	Accountable day
Thur. Dec. 25, 1986	Stat	Stat	Stat
Fri. Dec. 26, 1986	Stat	Stat	Stat
Sat. Dec. 27, 1986	Weekend	Weekend	Weekend
Sun. Dec. 28, 1986	Weekend	Weekend	Weekend
Mon. Dec. 29, 1986	Regular working day	Regular working day	Regular working day
Tues. Dec. 30, 1986	Regular working day	Regular working day	Regular working day
Wed. Dec. 31, 1986	Paid holiday	Accountable day	Accountable day
Thur. Jan. 1, 1987	Stat	Stat	Stat
Fri. Jan. 2, 1987	Regular working day	Regular working day	Regular working day
Sat. Jan. 3, 1987	Weekend	Weekend	Weekend
Sun. Jan. 4, 1987	Weekend	Weekend	Weekend
Mon. Jan. 5, 1987	Regular working day	Regular working day	Regular working day
Tues. Jan. 6, 1987	Regular working day (Registration)	Regular working day (Registration)	Regular working day (Registration)

1986 FALL SEMESTER**GROUP ADVISING SESSIONS SCHEDULE****November 24 - 28, 1986**

All sessions start promptly at times advertised and are approximately 1½ - 2 hours in length. Sessions are free, pre-registration is not required. All sessions are held at the New Westminster Campus unless stated otherwise.

Criminology

Certificate and Diploma
and University Transfer

Monday, November 24

1000 hours
Room 1717
Amanda

Physical Education - U.B.C

University Transfer (including
P.E. teacher preparation)

Monday, November 24

1400 hours
Room 2219
Lorraine

1st Year Science - U.T.

Including Major requirements
and pre-entry requirements

Wednesday, November 26

0830 hours
Room 2214
Georgina

1st Year Arts - U.T.

Including Major requirements
and Bachelor of Social Work

Wednesday, November 26

1000 hours
Room 2802
Sharon

Adult Special Education;

College Orientation for
Students with Special Needs

Wednesday, November 26

1700 hours
Room 2802
Sharon

Access Nursing

Access I, II, III

Thursday, November 27

0830 hours
Room 1220
Georgina

Commerce and Business

University Transfer

Thursday, November 27

1400 hours
Room 1805
Sharon

**Adult Basic Education, College
Preparation, Technology**

Fundamentals, English As A
Second Language, General Studies,
Gr. 12 equivalency/completion

Friday, November 28

1400 hours
Room 2214
Georgina

RECENT AUDIO VISUAL ACQUISITIONS

November, 1986

Rediscovery: The Eagle's Gift**VHS****29 mins.**

At the site of the most isolated youth camp in the world, native and non-native youngsters rediscover the unique natural history and Haida cultural heritage of the Queen Charlotte Islands, a land of unmatched beauty and mystery. Here the youthful curiosity and desire to know is reawakened by a wide range of challenging activities: traditional food gathering, exploring ancient villages and totem poles, 24-hour "Solo" drama of the potlatch re-enactment on "Ceremony Night", innovative workshops in marine and forest ecology, "Deer Ears" and "Moss Window" games, and a six-day back-packing expedition along the rugged west coast of the Charlottes. The commentary by Haida brings a great sense of dignity and wisdom to the film.

The Research Paper**½" VHS****30 mins.**

A detective must write a research paper as part of a project. As the detective works through the stages of preparation and writing, the narrator gives advice about the nature and organization of a good research paper.

Street Kids**16 mm****28 mins.**

Graphic animation of black and white photographs provides a gritty, realistic look at juvenile prostitution and the young people, male and female, who are struggling to get off the street. This documentary quickly dispels the images of glamour and big money usually associated with prostitution, and makes clear the continuum of being sexually abused as a child, loss of self-esteem, and turning to the streets. It also shows the positive efforts of child care workers to help juvenile prostitutes to find a way out.

Elements of Change**½" VHS****29 mins.**

The development of modern chemistry is traced from ancient speculations to its present sophisticated level, and the search for the basic unit of all substances is described.

Ionization Energy**½" VHS****22 mins.**

This program presents two methods of measuring ionization energy: photo-ionization and electron bombardment. Animation shows what occurs on the atomic level during the ionization process. Also the relation of ionization energy to chemical reactivity is explained.

Solutions**½" VHS****13 mins.**

Properties of a solution are investigated and several experiments are shown, including ones using filters and light beams, to determine what a solution is and how it differs from a mixture.

Mary Matthews
Audio Visual Librarian

CORPORATION OF THE CITY OF NEW WESTMINSTER

WM. (BILL) SAMPSON
Chief Fire Inspector



804 Royal Avenue
New Westminster, B.C.
V3M 1J8
Telephone: 524 3871

FIRE PREVENTION BUREAU

1986 November 10

TO OWNER OR OCCUPANT:

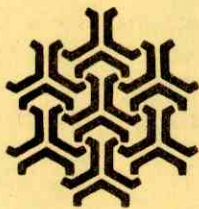
CHRISTMAS TREES

Due to the fact that the flame spread rating of LIVE CUT trees is in excess of (150), the New Westminster Fire Department cannot approve their use in your premises.

Only LIVE POTTED or IMITATION Christmas trees will be permitted.

Your co-operation in this matter is appreciated.

W. Sampson
Chief Fire Inspector



Published by the National Institute for Staff and Organizational Development
With support from the W. K. Kellogg Foundation and Sid W. Richardson Foundation

THE COMMUNITY COLLEGE SOCIAL SCIENCE RESEARCH PROJECT

How can the community college instructor generate student interest in research assignments? Term papers, book reports, reading lists, and other similar projects generally lead to a last minute student effort and many hours of agonizing reading for the instructor. In an effort to overcome some of the difficulties associated with student research, I have developed an instructional approach for my general sociology course that exposes students to the practical application of the scientific method. Using a simplified version of the method and its five steps—(1) stating the problem, (2) designing the research framework, (3) collecting the data, (4) analyzing the data, and (5) drawing conclusions—I have been able to convert past student apathy into a newly-found enthusiasm for research.

Initially, I require my students to choose a problem related to the college community and design three hypotheses that can be empirically tested. For example, a student may want to measure school spirit as related to campus activities, library usage as related to daily commuting distance, study time as related to academic success, use of school eating facilities as related to food selection, or some other relevant topic. After spending one or two class periods on constructing hypotheses, I meet with each student on a one-to-one basis and ensure that his or her hypotheses are measurable and fruitful to pursue. We discuss the potential problems and pitfalls of each hypothesis and then mutually agree on the one to be tested.

With the statement of the problem and the selection of the hypothesis completed, I now direct the students into the second phase of the research project. This phase involves testing the hypothesis by employing all five steps of the scientific process and using hypothetical data. Prior to testing, however, the students must choose a research design that will best suit their project. Typical choices might be systematic observation, survey, experimental and statistical control, or comparative analysis using secondary data. I strongly encourage them to choose the design that is most suitable for their project and can be handled in a semester's time. When one is finally chosen, they proceed to collect, analyze, and draw conclusions from hypothetical data. The purpose for using hypothetical information is two-fold: (1) to give them a chance to perceive what they think the results will be, and (2) to enable them to go through the entire scientific method and become familiar with all its steps. The hypothetical data requirement is crucial to the project's success, and I will not permit any student to move into the final phase—the testing of the hypothesis using actual data—until he or she clearly understands the procedure.

Moving into the final phase of the project, the students collect, analyze, and draw conclusions from actual data. When the hypothesis is not supported by the data, it must be redesigned. This third phase represents the culmination of a semester's work. For the first time, they are able to see the true results of their efforts and objectively state their findings, and I strongly caution them to stay within the scope of their project when stating the results.

The final phase of the research project may also yield an additional reward to the more motivated students. For instance, these students may desire to compare the perceived results of the second phase with the actual findings of the third. How close were the predictions? Did the perceptions differ greatly from the realities? Answers to these and other questions bring the research project to life. The comparison also adds to the challenge and the uncertainty of the exercise, not unlike that encountered by professional researchers.

Generating student interest in research assignments can be achieved. This simplified approach, coupled with instructor imagination and content modification, has worked for me and may offer excellent possibilities for application in other social science courses.

Alvin J. Marrow
Genesee Community College

For further information, contact the author at the Department of Human Communication and Behavior, Genesee Community College, College Road, Batavia, NY 14020.



TEACHING THE PHILOSOPHY OF SUCCESS

Just when you thought it was safe to go back in the curriculum, here is another subject that needs to be taught in our schools and colleges. The recent dominant trend has been "back to basics," putting more emphasis on English, mathematics, and the sciences, while reducing the number of trendy electives. I believe, however, that we need to add a strong and coordinated effort to teach about the philosophy of success.

What is the philosophy of success? Television news programs have carried stories about visits by the **Reverend Jesse Jackson** to schools, many of them inner city schools. In these emotional speeches, one of the central features is when Jackson urges the students to repeat after him, "I-am, some-body." The students join in, and repeat the words, and then repeat them louder. Jesse Jackson is teaching about the philosophy of success. A philosophy of success is a system of concepts about personal achievement; it attempts to understand and explain how success works, and what one needs to do to be successful. There is, of course, no single philosophy of success. Different writers, philosophers, and achievers have varying views on the subject. However, there are considerable common threads in their thinking.

A philosophy of success is usually founded on the idea that we become what we think about, and includes attention to the effects of positive mental attitude, the importance of goal setting, the role of perseverance, and faith in a Greater Power. Many of these concepts are not new to the curriculum of colleges. For example, psychology courses teach that people tend to fulfill their self-concept, and management courses teach about the self-fulfilling prophecy. However, these ideas are not taught in the context of an integrated philosophy of success, and more importantly, they are presented as theories, and not personalized with application to the daily life of the student.

How would schools and colleges teach about the philosophy of success? The philosophy could be taught on two levels. First, we can have courses dealing directly with the subject. There is a considerable body of literature that can be read, analyzed, absorbed, and discussed. In such classes, students would have assignments that not only insure that they understand the concepts, but also would provide exercises and assignments to help incorporate the lessons into students' lives. Such classes can be conducted, with appropriate content, at all levels from elementary school through graduate school. As with most subjects, students can have a different and deeper level of understanding as their age and maturity grow.

Second, the more difficult but more powerful teaching medium is for the philosophy to be woven through all of the subjects taught at the school or college. Students must find evidence of a philosophy of success in their teachers and administrators; they must see it working and learn it from role models. In the teaching of writing, we have learned that we cannot teach writing effectively if it is only taught in English class. Other teachers must include writing assignments and must stress the importance of sound principles of grammar, coherence, and logic in their classes as well.

If we really want to stress the basics in the curriculum, we will point ourselves toward teaching the philosophy of success. It is *more* basic than English, mathematics, and science; because if we do not help students to learn the attitudes and skills that will enable them to succeed, they will not be able to achieve in English, mathematics, and science. Once students have learned the facts and the reasoning skills to succeed in the basic subjects, their sense of confidence and direction will propel them toward the ultimate goal of education, to help them make a difference in the world.

James D. Tschechtelin, Executive Director
State Board for Community Colleges

Reprinted with permission, Maryland State Board for Community Colleges *Bulletin*, February, 1986, p. 2.

For further information, contact the author at the State Board for Community Colleges, The Jeffrey Building, 16 Francis Street, Annapolis, MD 21401, 301/269-2881.

Suanne D. Roueche, Editor
October 31, 1986, Vol. VIII, No. 25

INNOVATION ABSTRACTS is a publication of the National Institute for Staff and Organizational Development, EDB 348, The University of Texas at Austin, Austin, Texas 78712, (512)471-7545. Subscriptions are available to nonconsortium members for \$35 per year. Funding in part by the W. K. Kellogg Foundation and Sld W. Richardson Foundation. Issued weekly when classes are in session during fall and spring terms and once during the summer.

The University of Texas at Austin, 1986
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ISSN 0199-106X